

# LESSON 1

## Friendship First

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Describe guidelines for class discussions that promote a safe, productive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Describe criteria for selecting peers to be friends or potential romantic partners.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Identify infatuation as a normal phase during which decision-making is impaired.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>List ways to make good choices while getting to know people.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>

### Lesson Synopsis

Conduct a skit that involves a girl trying to make decisions about relationships with three guys. Introduce the module and identify guidelines for class discussions. Describe ways infatuation can affect thinking and ways to think more clearly while infatuated. Conduct another skit that shows the benefits of getting input from parents, trusted adults, and respected friends to assist in making decisions about relationships. Compose advice for peers who are trying to make decisions about friendships or romantic relationships. Provide additional information about this module and overview the next lesson.



Activity	Time	Materials Needed
<b>Introduction</b>	15 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Teacher Master: "Who Do I Choose?—Act I"</li> <li>Slide Master: "Cast Your Vote"</li> <li>Slide Master: "Guidelines for Discussion"</li> <li>Appendix A: "Excerpts From the Child Protection Law Related to Mandatory Reporting of Child Abuse and Neglect"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Chart paper</li> <li>Markers</li> <li>Rose colored glasses or a blinder for an actor to wear</li> <li>Slides</li> <li>Projector and screen</li> </ul>
<b>Input</b>	10 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Teacher Reference: "Infatuation: It Isn't Simple"</li> </ul>
<b>Application</b>	15 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Teacher Master: "Who Do I Choose?—Act II"</li> <li>Slide Master: "Relationship Advice"</li> <li>Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Giving Advice to a Friend"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Writing paper</li> <li>Pens or pencils</li> </ul>
<b>Closure</b>	5 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	



## Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Determine which version of the lesson has been approved</b> by your Board of Education to be taught in your class, abstinence-based or abstinence-only.</li> <li>• <b>Decide if you want to assess student skill development.</b> A rubric is provided for your use in the teacher reference, "Assessment Rubric for Skill Development: Giving Advice to a Friend."</li> <li>• <b>Select four students to play the roles</b> described in the teacher master, "Who Do I Choose?—Act I."</li> <li>• <b>Duplicate and cut apart the cue cards</b> for the roles on the teacher master, "Who Do I Choose?—Act I." <b>Give each of the four students</b> the appropriate card for his or her role.</li> <li>• <b>Duplicate and cut apart the cue cards</b> for the roles on the teacher master, "Who Do I Choose?—Act II."</li> <li>• <b>Prepare large name tags</b> for the actors selected to play the roles of Taylor, Kyle, Corey, and Tony.</li> <li>• <b>Obtain the needed props:</b> rose colored glasses or "blinders."</li> <li>• <b>Read</b> appendix A, "Excerpts From the Child Protection Law Related to Mandatory Reporting of Child Abuse and Neglect."</li> </ul>
<b>For Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Read</b> the teacher reference, "Infatuation: It Isn't Simple."</li> <li>• <b>Prepare slides</b> of the slide masters, "Cast Your Vote" and "Guidelines for Discussion."</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Prepare a slide</b> of the slide master, "Relationship Advice."</li> <li>• <b>Prepare to distribute the cue cards</b> to the remaining class members who will play the roles of people with additional information for Taylor.</li> </ul>

## LESSON PROCEDURE

**Introduction:** Illustrate how teens make decisions about relationships with peers. Introduce *Healthy and Responsible Relationships*, a module on preventing pregnancy and HIV infection, AIDS, and other sexually transmitted infections.

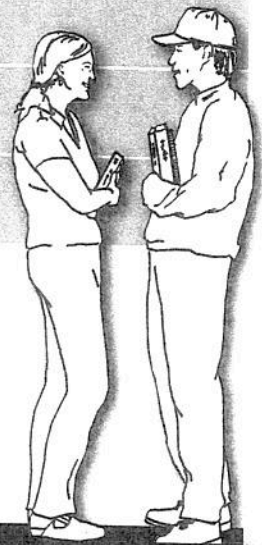
15 minutes

Instructional Steps	Script and Detailed Directions
<p>Introduce the lesson by drawing parallels between life as a teen and television shows where an individual must decide which person is the best match out of a group of candidates.</p>	<p><i>How many of you have seen the television shows where a guy, or girl, meets several young women, or men, and decides which one is the best match? The guy, or girl, goes through a process of elimination, and in a short time, picks a partner.</i></p> <p><i>Although shows like this seem fake in so many ways, they also have some life lessons. At this stage of life, you are also meeting lots of people and deciding what kind of relationships you want to have with each of them.</i></p>

# LESSON 2

## Relationships and Responsibility

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>State that having a healthy, responsible relationship as a couple means avoiding possible physical, emotional, economic, and legal consequences of sex, including pregnancy, HIV, and other STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Explore how stereotypes and peer influence can impact sexual decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Influences</li> </ul>
<ul style="list-style-type: none"> <li>Describe different ways of communicating caring, love, and respect, without sexual intercourse.</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Communication</li> </ul>
<ul style="list-style-type: none"> <li>Explain the importance of making decisions regarding personal sexual limits.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>
<ul style="list-style-type: none"> <li>Explain the importance of communicating personal sexual limits and values in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>
<ul style="list-style-type: none"> <li>Clarify the benefits of abstaining from sex or ceasing sex if sexually active.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>



### Lesson Synopsis

Review advice for a friend who is making decisions about relationships. Collect homework in student folders. Show a video and then conduct a large group discussion on characteristics of healthy and responsible relationships, the potential impact of having sexual intercourse, how to manage relationships, and how to postpone having sexual intercourse. Summarize by explaining the importance of developing positive, healthy relationships prior to having sexual intercourse.

Activity	Time	Materials Needed
<b>Introduction</b>	3 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Slide Master: "Relationship Advice" (from Lesson 1)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Projector and screen</li> <li>Slide</li> <li>Completed student homework on relationship advice (from Lesson 1)</li> </ul>
<b>Input</b>	20 minutes	Health Education Resources <ul style="list-style-type: none"> <li>Video: <i>Abstinence: Deciding to Wait</i>, Alfred Higgins Productions (18 minutes)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>VCR and monitor</li> </ul>
<b>Application</b>	15 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Teacher Reference: "Video Discussion Questions—<i>Abstinence: Deciding to Wait</i>"</li> <li>Appendix B: "Laws Governing Sexual Conduct"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Pens or pencils</li> <li>Writing paper</li> </ul>

<b>Closure</b>	7 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Self-Assessment Rubric: "Rubric for Student Folders"</li> <li>• Slide Master: "Rubric for Student Folders"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Projector and screen</li> <li>• Slide</li> <li>• Writing paper</li> <li>• Pens or pencils</li> <li>• Folders, one for each student</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Acquire enough folders</b> for each student to have one. Students will use the folders to collect their work throughout this module.</li> <li>• <b>Prepare to assess students' folders.</b> A rubric is provided for your use in the student self-assessment rubric and slide master, "Rubric for Student Folders."</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Decide whether to show the whole video at once</b> with discussion at the end, <b>or whether to show it in two segments</b> with discussion after each segment. The activity is written so that you show the entire video and use the discussion questions at the close of the video. Optional directions are provided if the video is shown in two segments with discussion questions indicated for each segment. The teacher reference, "Video Discussion Questions—<i>Abstinence: Deciding to Wait</i>," contains the questions and sample answers.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Read</b> the teacher reference, "Video Discussion Questions—<i>Abstinence: Deciding to Wait</i>," to prepare for the discussion. Prioritize the questions you will use based on your time limitations.</li> <li>• <b>Read</b> appendix B: "Laws Governing Sexual Conduct."</li> </ul>
<b>For Closure</b>	<ul style="list-style-type: none"> <li>• <b>Prepare a slide</b> of the slide master, "Rubric for Student Folders."</li> <li>• <b>Duplicate</b> enough copies of the student self-assessment rubric, "Rubric for Student Folders," so that each student will have one.</li> </ul>



# LESSON 3

## Building Healthy Relationships

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Define the terms "love," "infatuation," "sex," "sexuality," "sexual activity," "abstinence," and "sexual intercourse."</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Describe ways to develop healthy relationships with friends and family members, and healthy dating relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>
<ul style="list-style-type: none"> <li>Talk with parents and/or other trusted adults about relationships and sexual issues.</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Communication</li> </ul>
<ul style="list-style-type: none"> <li>Describe the contributions healthy relationships make to the quality of life. (Optional Activity)</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Compare and contrast different ways of communicating caring and love in different relationships. (Optional Activity)</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Communication</li> </ul>

### Lesson Synopsis

Review characteristics students look for in a relationship with a boyfriend or girlfriend. Describe various ways of showing caring and love in romantic relationships and with family and friends (Optional Activity). Define the terms "love," "infatuation," "sex," "sexuality," "sexual activity," and "sexual intercourse" in small groups. Summarize the benefits of abstaining from sex and/or ceasing to have sex. Define "abstinence" and describe ways to develop healthy, lasting relationships. Discuss the benefits and barriers of talking with parents and other trusted adults about relationships and sexual issues. Assign homework to encourage communication with parents or another trusted adult.



Activity	Time	Materials Needed
<b>Introduction</b>	3 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>Student-generated list of characteristics students look for in healthy relationships (from Lesson 2)</li> </ul>
<b>Optional Activity</b>	20 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Teacher Reference: "Different Ways to Show Caring"</li> <li>Slide Master: "Showing Love and Caring"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Projector and screen</li> <li>Non-permanent marker</li> <li>Slide</li> <li>Pens or pencils</li> <li>Writing paper</li> </ul>
<b>Input</b>	15 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>Student-generated lists of benefits of abstaining from sex and ceasing sex (from Lesson 2)</li> <li>Chart paper or slide and projector</li> </ul>

<b>Application</b>	25 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Family Worksheet: "I'd Like to Talk to You About..."</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• Writing paper</li> <li>• Index cards, eighty</li> </ul>
<b>Closure</b>	2 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Handout: "Characteristics of Healthy Relationships"</li> <li>• Student Handout: "Intimacy: The Real Road to Closeness"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	45 minutes, or 65 minutes with the Optional Activity	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Review the information on family worksheets</b> provided in the Introduction to this module.</li> <li>• <b>Read</b> the teacher reference, "Different Ways to Show Caring," and <b>decide whether or not to conduct the Optional Activity</b>. If you choose to conduct the Optional Activity, this lesson will probably take two days to complete.</li> <li>• <b>Decide how you will divide your class</b> into groups with four or five students in each group for Input and Application, and for the Optional Activity if you choose to conduct it. Assign students in a manner that ensures a balance in skill levels and gender.</li> </ul>
<b>For Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Create a slide or chart</b> using the student-generated lists of characteristics students look for in healthy relationships from Lesson 2.</li> </ul>
<b>For Optional Activity</b>	<ul style="list-style-type: none"> <li>• <b>Prepare a slide</b> of the slide master, "Showing Love and Caring."</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Create a slide or chart</b> using the student-generated lists of benefits of abstaining from sex and ceasing sex from Lesson 2.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• You will be stapling or taping approximately eighty index cards to form an arch representing a bridge. <b>Prepare a bulletin board, or wall space, for the bridge building</b>. One option is to create the "bridge" over the door to your classroom.</li> <li>• <b>Duplicate</b> enough copies of the family worksheet, "I'd Like to Talk to You About...", so that each student will have one.</li> </ul>
<b>For Closure</b>	<ul style="list-style-type: none"> <li>• <b>Duplicate</b> enough copies of the student handouts, "Characteristics of Healthy Relationships," and "Intimacy: The Real Road to Closeness," so that every student will have one of each.</li> </ul>



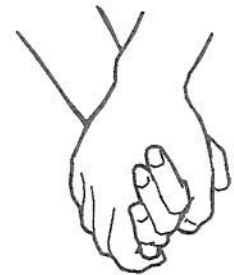
# LESSON 4

## The Many Facets of Intimacy

Student Learning Objectives:	National Health Standards:
• Discuss why teens sometimes confuse love, sex, and intimacy.	• Core Concepts
• Discuss characteristics of intimate relationships, both friendships and romantic relationships.	• Core Concepts
• Identify honesty and safety as key ingredients in a healthy relationship.	• Core Concepts
• Analyze the impact of sexual intercourse on building intimacy in relationships and the benefits of abstaining from sex.	• Analyzing Influences
• Describe ways to develop intimacy in four domains.	• Self Management
• Identify and select things to do to build true intimacy without having sexual intercourse.	• Self Management

### Lesson Synopsis

Discuss the homework assignment and why teens confuse love and sex. Identify the need for belonging as a reason some young people have sexual intercourse, when what they really long for is intimacy. Define and describe intimacy. Identify honesty and safety as key ingredients in a healthy relationship. Review characteristics of intimacy in friendships and romances by working individually and in small groups. Discuss the ways sexual intercourse impacts the development of intimacy and the benefits of abstaining from sex. Brainstorm ways to build intimacy and express affection without sex. Review new insights students gained regarding intimacy. Summarize the importance of developing intimacy without having sexual intercourse.



Activity	Time	Materials Needed
Introduction	8 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Handout: "Characteristics of Healthy Relationships" (from Lesson 3)</li> <li>• Student Handout: "Intimacy: The Real Road to Closeness" (from Lesson 3)</li> <li>• Slide Master: "Maslow's Hierarchy of Needs"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Slide</li> <li>• Projector and screen</li> </ul>
Input	10 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Understanding and Building Intimacy"</li> <li>• Teacher Key: "Understanding and Building Intimacy"</li> <li>• Slide Master: "Four Domains of Intimacy"</li> <li>• Teacher Reference: "Intimacy in Relationships"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Slide</li> <li>• Projector and screen</li> <li>• Board or chart paper</li> <li>• Chalk or markers</li> <li>• Pens or pencils</li> </ul>

<b>Application</b>	25 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Worksheet: "Characteristics of Intimate Relationships"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• Students' folders</li> <li>• Index cards (Optional)</li> </ul>
<b>Closure</b>	2 minutes	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	


### Preparation

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|-------------------------|---|
| <b>For Introduction</b> | <ul style="list-style-type: none"> <li>• <b>Prepare a slide</b> from the slide master, "Maslow's Hierarchy of Needs."</li> </ul>  |
| <b>For Input</b>        | <ul style="list-style-type: none"> <li>• <b>Prepare a slide</b> of the slide master, "Four Domains of Intimacy."</li> <li>• <b>Duplicate</b> enough copies of the student worksheet, "Understanding and Building Intimacy," so that each student will have one.</li> <li>• <b>Review</b> the teacher reference, "Intimacy in Relationships," and the teacher key, "Understanding and Building Intimacy."</li> </ul> |
| <b>For Application</b>  | <ul style="list-style-type: none"> <li>• <b>Duplicate</b> enough copies of the student worksheet, "Characteristics of Intimate Relationships," so that each student will have one.</li> <li>• <b>Decide how to divide your class</b> into groups of three. Assign students in a manner that ensures a balance in skill levels and gender.</li> </ul>  |

## LESSON PROCEDURE

**Introduction:** Connect this lesson on intimacy to the previous lesson on positive ways to build healthy relationships.

8 minutes

Instructional Steps	Script and Detailed Directions
Discuss why teens sometimes confuse love, intimacy, and sex. Use the student handouts, "Characteristics of Healthy Relationships" and "Intimacy: The Real Road to Closeness," as guides. 	<p><i>For your homework assignment, you read the handouts on intimacy and characteristics of healthy and unhealthy relationships.</i></p> <p><i>Intimacy is the ability to be vulnerable with someone and still feel safe. It allows us to be who we are.</i></p> <ul style="list-style-type: none"> <li>• <i>What do you think this means?</i></li> <li>• <i>According to the article on intimacy, many people confuse sex and intimacy. Why do you think this happens?</i></li> <li>• <i>How do you think having a healthy relationship impacts the ability to develop intimacy?</i></li> <li>• <i>Which do you think takes more courage: sex or intimacy? Explain your reasons.</i></li> <li>• <i>Do you think intimacy is easy or difficult to achieve? Explain your answer.</i></li> </ul>



# LESSON 5

## Let's Hear the Facts

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>List the most prevalent and serious sexually transmitted infections.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Summarize the symptoms, modes of transmission, consequences, and how to prevent transmission of six sexually transmitted infections: HIV, chlamydia, gonorrhea, genital warts, herpes, and syphilis.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Identify sexually transmitted infections as a possibility of sex that can be prevented by abstinence.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>

### Lesson Synopsis

Review the importance of developing healthy, intimate relationships. Brainstorm a list of sexually transmitted infections. Identify the six sexually transmitted infections that are most relevant to teens. Create charts of the essential information teens should know about HIV, chlamydia, gonorrhea, genital warts, herpes, and syphilis. Identify questions students want to have answered regarding STIs for use in Lesson 6. Identify abstinence as the most effective way to prevent STIs. Provide information on all STIs for students to keep and share with their families.



Activity	Time	Materials Needed
Introduction	3 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
Input	20 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Slide Master: "What Teens NEED to Know!"</li> <li>Appendix C: "Glossary of STI Terms"</li> <li>Appendix D: "Hepatitis B Fact Sheet"</li> <li>Appendix E: "Hepatitis C Fact Sheet"</li> <li>Appendix F: "Human Papillomavirus Vaccine (HPV) Questions and Answers"</li> <li>Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Identifying Essential STI Information for Teens"</li> </ul> <p><u>Abstinence-Based Option:</u></p> <ul style="list-style-type: none"> <li>Student Handout: "Genital Warts Fact Sheet"</li> <li>Student Handout: "Herpes Fact Sheet"</li> <li>Student Handout: "Chlamydia Fact Sheet"</li> <li>Student Handout: "Gonorrhea Fact Sheet"</li> <li>Student Handout: "Syphilis Fact Sheet"</li> <li>Student Handout: "HIV Fact Sheet"</li> <li>Appendix G: "Male Latex Condoms and Sexually Transmitted Diseases"</li> </ul> <p><u>Abstinence-Only Option:</u></p> <ul style="list-style-type: none"> <li>Student Handout: "Genital Warts Fact Sheet"</li> <li>Student Handout: "Herpes Fact Sheet"</li> <li>Student Handout: "Chlamydia Fact Sheet"</li> <li>Student Handout: "Gonorrhea Fact Sheet"</li> <li>Student Handout: "Syphilis Fact Sheet"</li> <li>Student Handout: "HIV Fact Sheet"</li> </ul>

<b>Input (continued)</b>		Supplied by the Teacher <ul style="list-style-type: none"> <li>• Slide</li> <li>• Projector and screen</li> <li>• Pens or pencils</li> <li>• Writing paper</li> </ul>
<b>Application</b>	20 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Teacher Reference: "Charts for Recording STI Information"</li> <li>• Teacher Reference: "Guidelines for Guest Speaker" (Optional)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> </ul>
<b>Closure</b>	2 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Handout: "HIV/AIDS and Other STDs"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Index cards (Optional)</li> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

#### Prior to the Lesson

- **Determine which version of the lesson has been approved** by your Board of Education to be taught in your class, abstinence-based or abstinence-only.
- **Decide if you want to assess** student skill development. A rubric is provided for your use in the teacher reference—assessment, "Assessment Rubric for Skill Development: Identifying Essential STI Information for Teens."
- **Familiarize yourself with appendices C, D, E, F, and G:** "Glossary of STI Terms," "Hepatitis B Fact Sheet," "Hepatitis C Fact Sheet," "Human Papillomavirus Vaccine (HPV) Questions and Answers," and "Male Latex Condoms and Sexually Transmitted Diseases."
- **If your school board has approved the use of STI photos**, the CDC has free Power Point slides available at their STI website at <http://www2a.cdc.gov/STDCLinic>. You will need to register as a new user to access the STI photos. Select and prepare the STI photo slides for projection during the Input if they will be shown.
- **Decide whether or not to schedule a phone call or guest** to ask questions of an expert on STIs for Lesson 6:
  - One option is to contact a health educator at your local health department. If you live in Michigan and need help locating the appropriate person, call 517-241-0870 or 517-241-5900 and the receptionist at the Division of Health, Wellness and Disease Control will provide contact information.
  - The other option is to call "Classroom Calls," a service of the Centers for Disease Control and Prevention (CDC). You may phone an expert at the CDC to ask your questions about HIV, AIDS, and other STIs. The office is staffed 8:00 am to 6:00 pm EST weekdays, and their phone number is 1-202-690-8598. This is not a toll-free number.

If you decide to use one of these services, **make arrangements for a speaker phone and an appointment** with the health educator or "Classroom Calls" representative for Lesson 6. Use the Teacher Reference, "Guidelines for Guest Speaker," as you plan.



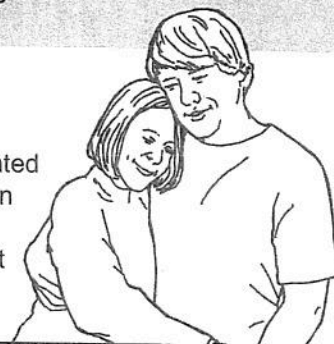
# LESSON 6

## More About STIs

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Examine answers to questions regarding sexually transmitted infections.</li> </ul>	<ul style="list-style-type: none"> <li>Accessing Information and Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Summarize facts about sexually transmitted infections.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Illustrate how sexually transmitted infections spread in a progressive manner.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Conclude that abstinence and lifetime monogamy are the most effective ways to prevent sexually transmitted infections.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>

### Lesson Synopsis

Utilize reputable sources of information to answer questions about STIs that were generated by students during Lesson 5. Conduct an activity to demonstrate how a fictitious pathogen can be transmitted throughout the class. Discuss ways to prevent or reduce exposure to communicable infections, including STIs. Describe teen sexual behavior that can transmit STIs and assign homework that asks students to assess personal behavior.



Activity	Time	Materials Needed
Introduction	1 minute	<ul style="list-style-type: none"> <li>None</li> </ul>
Input	30 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Teacher Reference: "Guidelines for Guest Speaker" (from Lesson 5)</li> </ul> <p><u>Abstinence-Based Option:</u></p> <ul style="list-style-type: none"> <li>Student Handouts: "STI Fact Sheets" Abstinence-Based Version, set of six (from Lesson 5)</li> <li>Appendix G: "Male Latex Condoms and Sexually Transmitted Diseases"</li> </ul> <p><u>Abstinence-Only Option:</u></p> <ul style="list-style-type: none"> <li>Student Handouts: "STI Fact Sheets" Abstinence-Only Version, set of six (from Lesson 5)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Student-generated charts of STI information (from Lesson 5)</li> <li>Student questions about STIs prepared during Lesson 5</li> <li>Speaker phone (Optional)</li> <li>Tape</li> <li>Index cards, one per student, plus a few extras</li> </ul>
Application	10 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
Closure	4 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Student Worksheet: "Think About It...It's Your Health at Stake"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Students' folders</li> <li>Index cards (Optional)</li> </ul>
TOTAL	45 minutes	

## Preparation

### Prior to the Lesson

- **Determine which version of the lesson has been approved** by your Board of Education to be taught in your class, abstinence-based or abstinence-only.
- **Review the student questions** written by the students during Lesson 5 and formulate answers. If there are questions you cannot answer or are unsure about, phone one of the hotlines to get assistance or ask your students to phone the hotlines to get answers and report back to the class.
- **Decide whether or not to schedule a phone call or guest** to ask questions of an expert on STIs.
  - One option is to contact a health educator at your local health department. If you live in Michigan and need help locating the appropriate person, call 517-241-0870 or 517-241-5900 and the receptionist at the Division of Health, Wellness and Disease Control will provide contact information.
  - The other option is to call "Classroom Calls," a service of the Centers for Disease Control and Prevention (CDC). You may phone an expert at the CDC to ask your questions about HIV, AIDS, and other STIs. The office is staffed 8:00 am to 6:00 pm EST weekdays, and their phone number is 1-202-690-8598. This is not a toll-free number.

### For Input

- **Duplicate** enough copies of the approved version of the set of six STI Fact Sheets so that each student will have a set if you didn't copy complete sets as you prepared materials for Lesson 5.
- **Review** appendix G, "Male Latex Condoms and Sexually Transmitted Diseases," if you have approval to discuss condoms.
- **Set up a speaker phone and confirm your appointment** if you have decided to utilize the health educator at your local health department or "Classroom Calls" representative. Use the teacher reference, "Guidelines for Guest Speaker," from Lesson 5 as you plan.
- **Display the charts** on STIs the students prepared during Lesson 5. You will also need to keep them for the final lessons of this module.
- **Prepare the index cards** for the Virus Z Activity. Obtain one card per student. Take three of the cards, fold them in half, and seal them with tape. On the outside of these three cards, write "Do not shake hands." On another card, write "Virus Z," fold it, and seal it so that the words are on the inside. On three cards, write "gloves," fold them, and seal them so that the words are on the inside. Fold all the other cards and seal them. Write the numbers "1, 2, 3" on the outside of all the cards except the first three. Mix all the cards together.

### For Closure

- **Duplicate** enough copies of the student worksheet, "Think About It...It's Your Health at Stake," so that each student will have one.



# LESSON 7

## The Stakes Are High

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Recognize teens' vulnerability to HIV infection.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Summarize the physical, social, and emotional impacts of HIV infection and AIDS on teens and society.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Influences</li> </ul>
<ul style="list-style-type: none"> <li>Summarize the impact of HIV infection and AIDS on friends, family, and future dreams.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Influences</li> </ul>
<ul style="list-style-type: none"> <li>Identify reputable sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate how to contact resources appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Accessing Information</li> </ul>
<ul style="list-style-type: none"> <li>Assess personal perception of risk for HIV infection and other STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>
<ul style="list-style-type: none"> <li>Identify abstinence from sex as the most effective way to prevent infection.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>

### Lesson Synopsis

Discuss the homework assignment about risky sexual behaviors among teens and describe the rate of STIs among teens. Describe the impact of HIV infection and AIDS on the lives of teens using a video. Reflect on personal reactions to the young people in the video. Invite a guest speaker to address the class as an option to the video. Conduct a large group discussion on ways HIV infection and AIDS change future plans and ways to avoid becoming infected. Assign homework that identifies ways teens that live with HIV infection or AIDS are impacted. Identify reputable sources for information about HIV and AIDS. Encourage students to assess personal risk behaviors that could result in HIV infection and, if engaging in risk behaviors, decide on safer choices.



Activity	Time	Materials Needed
<b>Introduction</b>	5 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Student Worksheet: "Think About It...It's Your Health at Stake" (from Lesson 6)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Students' folders</li> </ul>
<b>Optional Alternate Activity</b>	28 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Teacher Reference: "Optional Alternate Activity: Impact of HIV"</li> <li>Teacher Reference: "Guidelines for Guest Speaker" (from Lesson 5)</li> <li>Appendix H: "Positive Perspectives"</li> </ul>

<b>Input</b>	28 minutes	<p>Health Education Resources</p> <p><u>Abstinence-Based Options:</u></p> <ul style="list-style-type: none"> <li>• Video: <i>In Our Own Words: Teens and AIDS</i>, Family Health Productions (21 minutes)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Video: <i>Just Like Me: Talking about AIDS</i>, Films for the Humanities &amp; Sciences (21 minutes)</li> </ul> <p>Teacher Manual Resources</p> <p><u>Abstinence-Based Options:</u></p> <ul style="list-style-type: none"> <li>• Teacher Reference: "Abstinence-Based Video Discussion Questions: <i>In Our Own Words: Teens and AIDS</i>"</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Teacher Reference: "Abstinence-Based Video Discussion Questions: <i>Just Like Me: Talking about AIDS</i>"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Pens or pencils</li> <li>• VCR and monitor</li> </ul> <p><u>Abstinence-Only Option:</u></p> <ul style="list-style-type: none"> <li>• Video: <i>The Stories of AIDS</i>, Educational Materials Center (22 minutes)</li> </ul> <p><u>Abstinence-Only Option:</u></p> <ul style="list-style-type: none"> <li>• Teacher Reference: "Abstinence-Only Video Discussion Questions: <i>The Stories of AIDS</i>"</li> </ul>
<b>Application</b>	9 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Impact of HIV on Teens"</li> <li>• Teacher Key: "Impact of HIV on Teens"</li> <li>• Student Worksheet: "Getting Information When You Need It"</li> <li>• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Assessing the Impact of HIV on Teens"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> </ul>
<b>Closure</b>	3 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Think About It...It's Your Health at Stake" (from Lesson 6)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Index cards (Optional)</li> </ul>
<b>TOTAL</b>	45 minutes	



# LESSON 8

## Know the Risks!

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Review the terms "sex," "sexuality," "sexual activity," "abstinence," and "sexual intercourse."</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Categorize different behaviors according to level of risk for transmission of HIV and other STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Establish personal limits for personal behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting</li> </ul>

### Lesson Synopsis

Discuss the homework assignment about ways HIV infection and AIDS impact the lives of teens who are infected. Review definitions of "sex," "sexuality," and "sexual activity," "abstinence," and "sexual intercourse." Describe the continuum of risky behaviors and safe behaviors. Conduct an activity that categorizes behaviors according to their level of risk of transmitting HIV and Hepatitis B. Compare each behavior's risk of transmitting herpes, genital warts, and syphilis, with that of HIV. Establish personal limits on behavior to avoid STIs.

# RISK

Activity	Time	Materials Needed
<b>Introduction</b>	5 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Student Worksheet: "Impact of HIV on Teens" (from Lesson 7)</li> <li>Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Assessing the Impact of HIV on Teens" (from Lesson 7)</li> </ul>
<b>Input</b>	10 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Slide Master: "Continuum of Risk Behaviors"</li> <li>Teacher Masters: "Risk Levels" (set of four: "Low Risk," "Some Risk," "High Risk," "No Risk")</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Projector and screen</li> <li>Slide</li> <li>Clothesline or string, two lengths that are long enough to extend across the room</li> <li>Clip clothespins or paper clips, twenty-seven</li> </ul>
<b>Application</b>	22 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Teacher Masters: "Behavior Sheets" (set of 23)</li> <li>Teacher Key: "Risk Levels for HIV"</li> <li>Teacher Reference: "Optional Alternate Activity: Risk Behavior Categories" (Optional)</li> <li>Teacher Master: "Behavior Cards" (Optional)</li> <li>Teacher Master: "Risk Continuum Mat" (Optional)</li> <li>Appendix D: "Hepatitis B Fact Sheet"</li> <li>Appendix E: "Hepatitis C Fact Sheet"</li> <li>Teacher Reference: "Transmission Risk Comparison"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Pens or pencils</li> <li>Writing paper</li> </ul>

<b>Closure</b>	8 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Sex and the Law: Myths and Facts"</li> <li>• Teacher Key: "Sex and the Law: Myths and Facts"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• Writing paper</li> <li>• Index cards</li> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	45 minutes	

### Preparation

- Prior to the Lesson**
- **Determine which version of the lesson has been approved** by your Board of Education to be taught in your class, abstinence-based or abstinence-only.
  - **Read the teacher reference**, "Optional Alternate Activity: Risk Behavior Categories," and **decide if you will conduct the Application activity as written or if you will use the Optional Alternate Activity** to conduct the activity. If you conduct the activity as written in the lesson, it will quicken the pace of the activity; however, each group only has to think seriously about the behaviors it receives.
  - **Decide if you will take two days** to complete this lesson. A thorough discussion of the issues may require more time than one class period.
  - **Familiarize** yourself with appendices D and E, "Hepatitis B Fact Sheet" and "Hepatitis C Fact Sheet."

- For Input**
- **Prepare a slide** from the slide master, "Continuum of Risk Behaviors."
  - **Duplicate** one copy of each of the teacher masters: "Risk Levels" (set of four: "Low Risk," "Some Risk," "High Risk," and "No Risk").

- For Application**
- **Hang two lengths of clothesline** or string from one side of the room to the other. Hang them one above the other, with at least eighteen inches between them.
  - **Decide how you will divide your class** into eight groups.
  - **Duplicate** one copy of each of the teacher masters, "Behavior Sheets" (set of 23).
  - **If you decide to use the optional alternate activity to conduct this activity, prepare enough copies** of the teacher masters, "Behavior Cards" and "Risk Continuum Mat," so that each small group has a set. Cut the Behavior Cards apart.
  - **Remove the behaviors** from the teacher masters, "Behaviors Sheets" (set of 23) or "Behavior Cards," that are **not approved** for use by your Sex Education Advisory Committee and Board of Education if you are conducting the abstinence-only version of this lesson.
  - **Read** the teacher key, "Risk Levels for HIV," and be prepared to discuss each behavior's risk of transmitting HIV.
  - **Read** the teacher reference, "Transmission Risk Comparison," and be prepared to discuss each behavior's risk of transmitting herpes, syphilis, and genital warts compared to HIV.

- For Closure**
- **Duplicate** enough copies of the student worksheet, "Sex and the Law: Myths and Facts," so that each student will have one.



# LESSON 9

## Examining Influences, Including the Law

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Examine influences that encourage and/or discourage risky behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Influences</li> </ul>
<ul style="list-style-type: none"> <li>Identify the law as an important influence in making decisions regarding relationships, abstinence, and sex.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Influences</li> </ul>
<ul style="list-style-type: none"> <li>Identify the legal age of consent and consequences of underage sex.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Discuss the benefits of laws that regulate the age of consent for sex.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>

### Lesson Synopsis

Review behaviors that can and cannot transmit HIV and other STIs. Brainstorm factors that influence decisions about sexual behaviors and describe, in small groups, ways teens are influenced by seven factors. Identify the law as an important influence on decisions regarding relationships, abstinence and sex. Review the homework and conduct an activity to review myths and facts regarding sex and the law. Identify facts pertaining to the law and underage sex. Discuss the benefits of having laws that regulate the age of consent for sex. Analyze a situation to determine what laws were broken and the possible consequences. Reflect on personal influences.



Activity	Time	Materials Needed
Introduction	1 minute	<ul style="list-style-type: none"> <li>None</li> </ul>
Input	30 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Teacher Reference: "Influences"</li> <li>Appendix B: "Laws Governing Sexual Conduct"</li> <li>Appendix I: "Laws Regarding Sexual Harassment"</li> <li>Student Worksheet: "Sex and the Law: Myths and Facts" (from Lesson 8)</li> <li>Teacher Key: "Sex and the Law: Myths and Facts" (from Lesson 8)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Chart paper, seven pieces</li> <li>Two pieces of 8 1/2" x 11" paper for signs</li> <li>Markers</li> <li>Tape or tacks</li> <li>Students' folders</li> <li>Writing paper</li> <li>Pens or pencils</li> </ul>

<b>Application</b>	13 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Slide Master: "What You Don't Know <i>Can</i> Hurt You: The Situation"</li> <li>• Slide Master: "What You Don't Know <i>Can</i> Hurt You: The Consequences"</li> <li>• Teacher Reference: "The Influence of Law: What You Don't Know <i>Can</i> Hurt You"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Slides</li> <li>• Projector and screen</li> </ul>
<b>Closure</b>	1 minute	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Index cards</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Determine which version of the lesson has been approved</b> by your Board of Education to be taught in your class, abstinence-based or abstinence-only.</li> <li>• <b>Read</b> the teacher reference, "Influences."</li> <li>• <b>Review</b> Appendices B and I, "Laws Governing Sexual Conduct" and "Laws Regarding Sexual Harassment."</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Decide how to divide your class</b> into seven groups.</li> <li>• <b>Prepare seven pieces of chart paper</b> by writing one of the following headings on each: "Boyfriends, girlfriends, and partners," "Friends and other peers," "Parents and other family members," "Ethical, moral and/or religious beliefs," "Laws," "Media," and "Norms." Beneath the heading draw a vertical line down the center of the paper.</li> <li>• <b>Prepare two signs</b>, one labeled "Myth" and one labeled "Fact." <b>Post</b> one sign at one side of the classroom and the other at the opposite side.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Read</b> the teacher reference, "The Influence of Law: What You Don't Know <i>Can</i> Hurt You."</li> <li>• <b>Prepare slides</b> of the slide masters, "What You Don't Know <i>Can</i> Hurt You: The Situation" and "What You Don't Know <i>Can</i> Hurt You: The Consequences."</li> </ul>



# LESSON 10

## When Talking Is Tough

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Summarize the benefits of discussing decisions about sex and potential consequences with parents, family members, other trusted adults, peers, sexual partners, and medical professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Explain why STIs, HIV infection, AIDS, and related subjects are difficult to discuss.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate use of skills for communicating with parents, family members, other trusted adults, peers, sexual partners, and medical professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Communication</li> </ul>

### Lesson Synopsis

Review a homework assignment involving a discussion with parents or another trusted adult about dating expectations. Discuss the importance of communicating about decisions related to sex and the potential consequences with family members, other trusted adults, peers, sex partners, and medical professionals. List barriers to communication on sexual topics. Explain and model skills needed to communicate honestly and directly about decisions related to sex. Practice using communication skills. Give advice on how to respond to the barriers (optional). Identify communication skills to try in personal situations. Assign homework to apply skills in a conversation about relationships or decisions related to sex.



Activity	Time	Materials Needed
<b>Introduction</b>	3 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Family Worksheet: "I'd Like to Talk to You About..." (from Lesson 3)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Students' folders</li> </ul>
<b>Input</b>	28 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Slide Master: "Communication Benefits and Barriers"</li> <li>Teacher Reference: "Benefits and Barriers: Sample Answers"</li> <li>Student Worksheet: "Honest and Direct Communication"</li> <li>Teacher Key: "Honest and Direct Communication"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Slide</li> <li>Projector and screen</li> </ul>

<b>Application</b>	11 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Master: "Practice Situations"</li> <li>• Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Communicating Honestly and Directly"</li> <li>• Student Self-Assessment Checklist: "Self-Assessment Checklist for Skill Development: Communicating Honestly and Directly"</li> <li>• Teacher Reference: "Optional Activity: Responding to Barriers" (Optional)</li> <li>• Student Worksheet: "Responding to Barriers" (Optional)</li> <li>• Teacher Key: "Responding to Barriers" (Optional)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pencils or pens</li> <li>• Writing paper</li> </ul>
<b>Closure</b>	3 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Let's Talk!"</li> <li>• Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Planning for and Reflecting on Communication"</li> <li>• Student Self-Assessment Checklist: "Self-Assessment Checklist for Skill Development: Planning for and Reflecting on Communication"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pencils or pens</li> <li>• Index cards</li> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	<b>45 minutes, without the Optional Activity</b>	

### Preparation

- Prior to the Lesson**
- **Decide whether to use one or two days** to complete this lesson. The communication skills presented in the Input section are taught in previous grade levels within the *Michigan Model for Health®* and are reinforced in other *Michigan Model®* modules for grades 9-12. Consequently, this should be a review for students who have participated in these lessons. If your students have not had this opportunity, you may need to spend additional time building these skills. Allow adequate practice and discussion in order to effectively build skills.
  - **Decide if you want to assess** student skill development. Four options are available:
    - For the Application activity, a checklist is provided for your use in the teacher reference—assessment, "Assessment Checklist for Skill Development: Communicating Honestly and Directly."
    - For the Application activity, a checklist for student use is provided in the student self-assessment checklist, "Self-Assessment Checklist for Skill Development: Communicating Honestly and Directly."
    - For the homework assignment, a checklist is provided for your use in the teacher reference—assessment, "Assessment Checklist for Skill Development: Planning for and Reflecting on Communication."
    - For the homework assignment, a checklist for student use is provided in the student self-assessment checklist, "Self-Assessment Checklist for Skill Development: Planning for and Reflecting on Communication."



# LESSON 11

## Know Your Limits and Avoid the Risks

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>State that the majority of students in ninth and tenth grades are not having sexual intercourse.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Describe possible legal consequences of sex.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Identify and predict situations that could result in pregnancy or transmission of HIV or other STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>
<ul style="list-style-type: none"> <li>Identify ways to avoid risky situations and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate methods of controlling personal behavior to avoid situations that could result in pregnancy or transmission of HIV or other STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Communication and Self Management</li> </ul>

### Lesson Synopsis

Remind students of the homework assignment on applying communication skills in a conversation about a sexual issue. Cite statistics to establish abstinence as the norm for students. Review the legal ramifications of sexual intercourse. Explain that physical intimacy occurs in stages and understanding the stages can help establish personal boundaries. Identify characteristics of risky sexual situations and describe what to do and/or say to avoid the situations. Show a video that models risk situations and limit-setting behavior (optional). Assign homework that requires students to make a plan for avoiding a hypothetical risky situation.



Activity	Time	Materials Needed
Introduction	5 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Teacher Reference—Assessment: “Assessment Checklist for Skill Development: Planning for and Reflecting on Communication” (from Lesson 10)</li> <li>Student Self-Assessment Checklist: “Self-Assessment Checklist for Skill Development: Planning for and Reflecting on Communication” (from Lesson 10)</li> </ul>
Input	20 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Student Handout: “Setting Personal Boundaries for Physical Intimacy”</li> <li>Student Worksheet: “Romantic Situation 1: Safe or Sorry?”</li> <li>Student Worksheet: “Romantic Situation 2: Safe or Sorry?”</li> <li>Appendix J: “Criminal Sexual Conduct”</li> <li>Teacher Reference—Assessment: “Assessment Rubric for Skill Development: Identifying and Avoiding Risky Situations”</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Pencils or pens</li> </ul>

<b>Optional Activity</b>	25 minutes	<p>Health Education Resources</p> <ul style="list-style-type: none"> <li>• Video: <i>Taking a Stand</i>, Discovery Education (16 minutes)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Reference: "Optional Activity: Taking a Stand"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• VCR and monitor</li> <li>• Pencils or pens</li> <li>• Writing paper</li> </ul>
<b>Application</b>	15 minutes	<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pencils or pens</li> <li>• Writing paper</li> </ul>
<b>Closure</b>	5 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Avoiding Risky Situations"</li> <li>• Family Letter: "Planning to Avoid Risky Situations"</li> <li>• Student Self-Assessment Checklist: "Self-Assessment Checklist for Skill Development: Make a Hypothetical Plan for Avoiding Risky Situations"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	45 minutes, without the Optional Activity	

### Preparation

- Prior to the Lesson**
- **Decide if you want to assess** student skill development. Three options are available:
    - For the homework assignment from Lesson 10, a checklist was provided for your use in the teacher reference—assessment, "Assessment Checklist for Skill Development: Planning for and Reflecting on Communication." A checklist for student use was provided in the student self-assessment checklist, "Self-Assessment Checklist for Skill Development: Planning for and Reflecting on Communication."
    - For the Input and Application activities, a rubric is provided for your use in the teacher reference—assessment, "Assessment Rubric for Skill Development: Identifying and Avoiding Risky Situations."
    - For the Closure activity, a checklist for student use is provided in the student self-assessment checklist: "Self-Assessment Checklist for Skill Development: Make a Hypothetical Plan for Avoiding Risky Situations."
  - If the video, *Taking a Stand*, is available for your use, **decide whether you will conduct the lesson as written without the video, or conduct the Optional Activity that uses the video.** If you include the Optional Activity, this lesson will take two class periods.
  - **Read** Appendix J, "Criminal Sexual Conduct," to be prepared for the discussion about laws related to sexual behavior in Input.

- For Introduction**
- Make enough copies of the student self-assessment checklist, "Self-Assessment Checklist for Skill Development: Planning for and Reflecting on Communication," for each student to have one if you have decided to have students assess their own skill development.

- For Optional Activity**
- **Read** the teacher reference, "Taking a Stand."



# LESSON

# 12

## Exerting Positive Influence

### Student Learning Objectives:

- Describe reasons different influences affect how people behave and why people follow the law.
- Describe ways to be a positive influence on peers.
- Practice ways to influence peers to choose behaviors that are not risky.

### National Health Standards:

- Analyzing Influences
- Analyzing Influences
- Analyzing Influences and Interpersonal Communication

### Lesson Synopsis

Discuss reasons various influences impact how people behave. Describe ways to be a positive influence on peers and discuss the importance of modeling positive behaviors for peers. Practice being a positive influence on peers by responding to hypothetical situations. Choose one way to be a positive influence on peers.



Activity	Time	Materials Needed
<b>Introduction</b>	4 minutes	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Input</b>	17 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Teacher Reference: "Being a Positive Influence"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Student-generated charts (from Lesson 9)</li> <li>• Board or chart paper</li> <li>• Chalk or markers</li> </ul>
<b>Application</b>	22 minutes	Teacher Manual Resources <u>Abstinence-Based Version:</u> <ul style="list-style-type: none"> <li>• Student Worksheet: "How I Can Support My Peers and Be a Positive Influence"</li> <li>• Teacher Key: "How I Can Support My Peers and Be a Positive Influence"</li> </ul> <u>Abstinence-Only Version:</u> <ul style="list-style-type: none"> <li>• Student Worksheet: "How I Can Support My Peers and Be a Positive Influence"</li> <li>• Teacher Key: "How I Can Support My Peers and Be a Positive Influence"</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Being a Positive Influence on Peers"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• Students' folders</li> </ul>
<b>Closure</b>	2 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Index cards</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

## Preparation

Prior to the Lesson	<ul style="list-style-type: none"> <li>• <b>Determine which version of the lesson has been approved</b> by your Board of Education to be taught in your class, abstinence-based or abstinence-only.</li> <li>• <b>Decide if you want to assess</b> student skill development. A rubric is provided for your use in the teacher reference—assessment, "Assessment Rubric for Skill Development: Being a Positive Influence on Peers."</li> </ul>
For Input	<ul style="list-style-type: none"> <li>• <b>Read</b> the teacher reference, "Being a Positive Influence."</li> <li>• <b>Post</b> the student-generated charts from Lesson 9.</li> </ul>
For Application	<ul style="list-style-type: none"> <li>• <b>Determine how to divide the class</b> into six groups.</li> <li>• <b>Duplicate</b> enough copies of the approved version of the student worksheet, "How I Can Support My Peers and Be a Positive Influence," so that each student will have one.</li> <li>• <b>Review</b> the teacher key.</li> </ul>

## LESSON PROCEDURE

**Introduction:** Connect this lesson on being a positive influence with the previous lessons on influences, communication, and limit-setting.

4 minutes

Instructional Steps	Script and Detailed Directions
Review the previous lessons on influences, communication, and limit-setting.	<p><i>In a previous health lesson, we discussed influences on sexual decision making and behavior. What are some of the influences you remember?</i></p> <p>Answer: boyfriends, girlfriends, and partners; friends and other peers; parents and other family members; ethical, moral and/or religious beliefs; laws; media; and norms</p> <p><i>In another lesson, you learned several tips for discussing sexual decisions and potential consequences. What ideas were especially helpful?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Have an opening line.</li> <li>• State your feelings and opinions clearly and respectfully.</li> <li>• Take ownership of your thoughts, opinions, and feelings.</li> <li>• State the facts that are involved in the situation and that impact your thoughts, opinions, and feelings.</li> <li>• If you think it will help, state your reasons for thinking or feeling the way you do.</li> <li>• If you think it will help, tell the person what you want to happen.</li> <li>• Listen carefully.</li> <li>• Ask questions to help you understand.</li> <li>• Avoid interrupting, being defensive, or verbally rejecting the other person's ideas.</li> </ul> <p><i>In our last lesson, you learned the importance of having personal limits, or boundaries, and sticking to them to avoid risky sexual situations.</i></p>
Introduce this lesson on being a positive influence on peers.	<p><i>This lesson will help you understand more about how you can use your communication skills to be a positive influence on others and to encourage them to avoid risky situations.</i></p>



# LESSON 13

## Escape the Risks by Setting Limits and Using Refusal Skills

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Identify ways to escape situations that could result in pregnancy or transmission of HIV and other STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate effective limit-setting and refusal skills to escape situations that could result in pregnancy or transmission of HIV and other STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Communication</li> </ul>

### Lesson Synopsis

Review student homework on ways to avoid risky situations. Describe what to say to escape risky situations and review limit-setting and refusal skills. Identify skills used to escape a risky situation described in a role play. Describe and model ineffective and effective nonverbal refusal skills. Discuss characteristics and consequences of aggressive refusals. Practice skills for escaping risky situations using a role play script. Practice nonverbal refusal skills in pairs. Assign homework for students to develop a plan for avoiding and escaping risky situations with parents or another trusted adult.



Activity	Time	Materials Needed
Introduction	3 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Student Worksheet: "Avoiding Risky Situations" (from Lesson 11)</li> <li>Student Self-Assessment Checklist: "Self-Assessment Checklist for Skill Development: Make a Hypothetical Plan for Avoiding Risky Situations" (from Lesson 11)</li> </ul>
Input	15 minutes	Health Education Materials <ul style="list-style-type: none"> <li>Poster: "Set Limits...Then Act!"</li> <li>Poster: "How to Refuse"</li> </ul> Teacher Manual Resources <ul style="list-style-type: none"> <li>Slide Master: "Set Limits...Then Act!"</li> <li>Slide Master: "How to Refuse"</li> <li>Student Worksheet: "Escaping Risky Situations"</li> <li>Teacher Reference: "Script #1: It Was a Fun Party, But..."</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Projector and screen</li> <li>Slides</li> <li>Pencils or pens</li> </ul>

<b>Application</b>	22 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Reference: "Script #2: But, I Thought You Loved Me..."</li> <li>• Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Setting Limits and Refusing Pressure"</li> <li>• Student Self-Assessment Checklist: "Self-Assessment Checklist for Skill Development: Setting Limits and Refusing Pressure"</li> <li>• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Refusing to Be Pressured"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Pencils or pens</li> </ul>
<b>Closure</b>	5 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Family Worksheet: "Tip Sheet—Avoiding and Escaping Risky Situations"</li> <li>• Family Worksheet: "Working Together to Avoid and Escape Risky Situations"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

- Prior to the Lesson**
- Depending on the discussion in your class, this **lesson may take two days to complete**. We encourage you to allow adequate practice and discussion in order to effectively build skills. You may want to conduct the Input section during one class period and the Application section on a subsequent day.
  - **Decide if you want to assess** student skill development. Three options are available:
    - For the homework assignment from Lesson 11, a checklist was provided for your use in the student self-assessment checklist, "Self-Assessment Checklist for Skill Development: Make a Hypothetical Plan for Avoiding Risky Situations."
    - For the Application activity where students write a script, a checklist is provided for your use in the teacher reference—assessment, "Assessment Checklist for Skill Development: Setting Limits and Refusing Pressure."
    - For the Application activity where students write a script, a checklist for student use is provided in the student self-assessment checklist, "Self-Assessment Checklist for Skill Development: Setting Limits and Refusing Pressure."
    - For the Application activity where students practice their refusal skills in pairs, a rubric is provided for your use in the teacher reference—assessment, "Assessment Rubric for Skill Development: Refusing to Be Pressured."

- For Input**
- **Prepare slides** from the slide masters, "Set Limits...Then Act!" and "How to Refuse," if you plan to use them instead of the posters with the same titles.
  - **Duplicate** enough copies of the student worksheet, "Escaping Risky Situations," so that each student will have a copy.
  - **Review** the teacher reference, "Script #1: It Was a Fun Party, But...." Ask another adult, such as a guidance counselor or student teacher, to assist you with a role play. Do not ask a student to help you with this role play. It involves one person pressuring another to have sex. Have the adult volunteer helping with the role play review the script on the teacher reference, "Script #1: It Was a Fun Party, But...."
  - **Ask a student to assist you with three role plays:** ineffective nonverbal refusal skills, effective nonverbal refusal skills, and an aggressive refusal. Have the student ask you for permission to turn in an assignment late. Warn the student that you will pretend to be aggressive during the final role play.



# LESSON 14

## The Cost of Pregnancy and Teen Parenting

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Evaluate the economic costs of pregnancy and teen parenting.</li> </ul>	<ul style="list-style-type: none"> <li>Accessing Information</li> </ul>
<ul style="list-style-type: none"> <li>Predict the social and emotional impact pregnancy and teen parenting would have on personal lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Influences</li> </ul>
<ul style="list-style-type: none"> <li>Identify adoption as an option for teen parents who decide they are not ready for parenting.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Identify Safe Delivery as an alternative to infant abandonment for teen parents.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Conclude that pregnancy can be fully prevented by abstaining from sex.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>

### Lesson Synopsis

Review skills for avoiding and escaping risk situations using the homework assignment. Conduct an inventory of current personal daily routines, identifying how time is spent and with whom. Conduct a simulation to calculate the statistical odds of teen pregnancy. Identify the legal responsibilities of parents for their children and predict how daily activities and relationships would be affected by caring for a baby. Estimate the financial costs of a baby for the first year and for 18 years. Identify adoption as an option for teen parents who decide they are not ready for parenting. Identify Safe Delivery as an alternative to infant abandonment for teen parents. Discuss which costs impact teens most.



Activity	Time	Materials Needed
Introduction	2 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Family Worksheet: "Tip Sheet—Avoiding and Escaping Risky Situations" (from Lesson 13)</li> <li>Family Worksheet: "Working Together to Avoid and Escape Risky Situations" (from Lesson 13)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Student folders</li> </ul>
Input	20 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Student Worksheet: "My Daily Routine"</li> <li>Appendix K: "Michigan Laws Pertaining to Responsibility of Parents for Children Born In and Out of Wedlock"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Die, one per student</li> <li>Index card, one per student</li> <li>Pens or pencils</li> </ul>

<b>Application</b>	20 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Worksheet: "The Cost of Parenting"</li> <li>• Student Handout: "What am I going to do? Safe Delivery"</li> <li>• Teacher Reference: "Safe Delivery Program Fact Sheet"</li> <li>• Appendix L: "Resources on Adoption and the Safe Delivery of Newborns"</li> <li>• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Assessing the Cost of Teen Pregnancy"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Computer lab</li> </ul>
<b>Closure</b>	3 minutes	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Determine which version of the lesson has been approved</b> by your Board of Education to be taught in your classroom, abstinence-based or abstinence-only.</li> <li>• <b>Visit the websites</b> on the student worksheet, "The Cost of Parenting," to make sure students will be able to access the sites. If the websites are not accessible, print off the information and <b>duplicate</b> it for the students. <b>For additional information</b>, visit <a href="http://www.usda.gov/cnpp/Crc/crc2004.pdf">http://www.usda.gov/cnpp/Crc/crc2004.pdf</a> to read "Expenditures on Children by Families, 2004."</li> <li>• <b>Decide if you want to assess</b> student skill development. A rubric is provided for your use in the teacher reference—assessment, "Assessment Rubric for Skill Development: Assessing the Cost of Teen Pregnancy."</li> <li>• Arrange for students to have <b>access to computers</b> to visit websites that calculate the costs of parenting for the Application segment of this lesson. Have them work in small groups if a limited number of computers are available in the classroom. If computers are not available, print off the information and provide it for the students. Alternately, you could have the students price items at local stores as a homework assignment.</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Read</b> Appendix K, "Michigan Laws Pertaining to Responsibility of Parents for Children Born In and Out of Wedlock."</li> <li>• <b>Duplicate</b> the student worksheet, "My Daily Routine," for each student.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Duplicate</b> the student worksheet, "The Cost of Parenting," and the student handout, "What am I going to do? Safe Delivery," so that students have one of each..</li> <li>• <b>Read</b> the teacher reference, "Safe Delivery Program Fact Sheet."</li> <li>• <b>Read</b> Appendix L, "Resources on Adoption and the Safe Delivery of Newborns."</li> </ul>



# LESSON 15

## Reducing the Risks: Condom Use

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Review behaviors that are high risk for pregnancy or transmission of infection.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Review the possible legal consequences of sex and how abstinence can fully prevent pregnancy and STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Identify ways to reduce the risks for pregnancy and STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>
<ul style="list-style-type: none"> <li>Identify barriers to condom use and reasons people give for not using condoms.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Suggest ways to reduce the barriers to condom use and refute the reasons for not using condoms.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>
<ul style="list-style-type: none"> <li>Apply steps for correct condom use as a risk reduction strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>

### Lesson Synopsis

Review costs of pregnancy and teen parenting, and two options for teens who are not prepared to be teen parents. Identify high-risk behaviors and ways to manage them. Identify barriers to condom use and reasons people give for not using condoms; then, in small groups, examine how to reduce the barriers to condom use and refute the reasons for not using condoms. Demonstrate correct condom use. Apply steps for correct condom use. Have students locate and price condoms as a homework assignment.



Activity	Time	Materials Needed
Introduction	3 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
Input	35 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Teacher Reference: "Risk Reduction Strategies and Their Limitations"</li> <li>Teacher Master: "Condom Cards"</li> <li>Teacher Reference: "Steps for Correct Condom Use"</li> <li>Appendix G: "Male Latex Condoms and Sexually Transmitted Diseases"</li> <li>Appendix M: "Nonoxynol-9 Information"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Pens or pencils</li> <li>Writing paper</li> <li>Card stock, 18 pieces (six colors, if possible)</li> <li>Variety of condoms</li> <li>Condom, unlubricated, one for demonstration</li> </ul>

<b>Application</b>	5 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Reference: "Alternate Condom Practice Activity"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Condoms, unlubricated, one for each student for classroom use only</li> <li>• Tube socks, one sock for each student (Alternate Condom Activity)</li> <li>• Large envelope, one for each student (Alternate Condom Activity)</li> <li>• Marker (Alternate Condom Activity)</li> </ul>
<b>Closure</b>	2 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Handout: "How to Use a Condom"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• Index cards</li> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Determine how you will conduct the Application</b> segment of the lesson. If your school board and sex education advisory board allow students to practice applying condoms on their fingers in the classroom, proceed with the lesson as written. If not, see if your school board will allow you to use the alternate activity as described on the teacher reference, "Alternate Condom Practice Activity."</li> <li>• <b>Acquire a variety of condoms to show students</b>, including those made of latex, polyurethane, and natural membrane; some that are lubricated and unlubricated; and some with and without a reservoir tip. Also have a female condom to show. Acquire a classroom supply of latex unlubricated condoms for the application activity if you are allowed to conduct it.</li> <li>• <b>Practice demonstrating correct condom use</b> until the procedure becomes comfortable.</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Read</b> the teacher references, "Risk Reduction Strategies and Their Limitations," and "Steps for Correct Condom Use."</li> <li>• <b>Read</b> Appendices G and M, "Male Latex Condoms and Sexually Transmitted Diseases," and "Nonoxynol-9 Information."</li> <li>• <b>Decide how you will assign the</b> students to eight groups. Assign students in a manner that ensures a balance in skill levels and gender.</li> <li>• <b>Prepare eight sets</b> of "Condom Cards" according to the directions on the teacher master, "Condom Cards."</li> </ul>
<b>For Closure</b>	<ul style="list-style-type: none"> <li>• <b>Duplicate</b> enough copies of the student handout, "How to Use a Condom," so that each student will have one.</li> </ul>





# LESSON 16

## Reducing the Risks: How to Prevent Pregnancy (Part 1)

### Student Learning Objectives:

- List reasons to postpone and/or prevent pregnancy.
- Describe parents' responsibilities to children born in and out of wedlock.
- Identify current contraceptive methods to reduce risk of pregnancy.

### National Health Standards:

- Core Concepts
- Core Concepts
- Core Concepts

### Lesson Synopsis

Discuss the homework assignment on accessing condoms and review methods for reducing the risk of STIs. Define terms and discuss reasons to postpone and/or prevent pregnancy. Describe parents' responsibilities to their children. Describe current contraceptive methods. Discuss the pros and cons of methods in small groups.



Activity	Time	Materials Needed
Introduction	5 minutes	<ul style="list-style-type: none"> <li>• None</li> </ul>
Input	25 minutes	<p>Health Education Materials</p> <ul style="list-style-type: none"> <li>• Video: <i>It's Your Choice: Birth Control for Teens</i>, Center for Health Training (show 19 of the 26 minutes)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Appendix K: "Michigan Laws Pertaining to Responsibility of Parents for Children Born In and Out of Wedlock"</li> <li>• Student Worksheet: "Methods of Avoiding Pregnancy: Benefits and Challenges"</li> <li>• Student Handout: "How Effective Are They?"</li> <li>• Appendix N: "Emergency Contraception Information"</li> <li>• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Assessing Pregnancy Prevention Options"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• VCR and monitor</li> </ul>
Application	13 minutes	<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or Pencils</li> </ul>
Closure	2 minutes	<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Students' folders</li> </ul>
TOTAL	45 minutes	

## Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Decide if you want to assess</b> student skill development. A rubric is provided for your use in the teacher reference—assessment, “Assessment Rubric for Skill Development: Assessing Pregnancy Prevention Options.”</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Duplicate</b> enough copies of the student handout, “How Effective Are They?” and student worksheet, “Methods of Avoiding Pregnancy: Benefits and Challenges,” so that every student will have one of each.</li> <li>• <b>Read</b> the student handout, “How Effective Are They?” and Appendices K and N, “Michigan Laws Pertaining to Responsibility of Parents for Children Born In and Out of Wedlock” and “Emergency Contraception Information.”</li> <li>• <b>Preview the video</b>, “It’s Your Choice: Birth Control for Teens,” and locate the beginning of the section that is called “Not Recommended for Teens.” You will stop the video before this section, using only the first 19 minutes of the 26-minute video.</li> </ul>
<b>For Closure</b>	<ul style="list-style-type: none"> <li>• <b>Decide how you will assign the students</b> to six groups. Assign students in a manner that ensures a balance in skill levels and gender.</li> </ul>

## LESSON PROCEDURE

**Introduction:** Connect this lesson on contraceptives with the previous lesson on condom use.

**5 minutes**

Instructional Steps	Script and Detailed Directions
Review homework on accessing condoms.	<p><i>What did you discover about the brands and prices of condoms at your local grocery or drug store?</i></p> <p>Gather students’ responses.</p> <p><i>Did you run into any obstacles? If so, how did you overcome them?</i></p> <p>Gather students’ responses.</p> <p><i>Knowing where to get condoms and how to use them is a good start to using them correctly and consistently. Being in a relationship where two people respect each other and act responsibly by abstaining from sexual intercourse or using condoms is the next step in reducing the risk of pregnancy and infection with STIs.</i></p>
Introduce this lesson on contraception.	<p><i>We’ve learned a lot about how to reduce the risk of STIs. Today’s lesson will be on pregnancy prevention. Abstinence is the only 100% guaranteed way to avoid pregnancy and STIs. It is the safest choice. If you choose to have sexual intercourse, both condoms and another method of contraception used together are the most complete protection possible against both STIs and pregnancy.</i></p> <p><i>Today we will learn about a variety of methods for avoiding pregnancy.</i></p>





# 17

## Reducing the Risks: How to Prevent Pregnancy (Part 2)

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Identify places to access contraceptive information, products, and services.</li> </ul>	<ul style="list-style-type: none"> <li>Accessing Information</li> </ul>
<ul style="list-style-type: none"> <li>Compare and contrast the pros and cons of current contraceptive methods.</li> </ul>	<ul style="list-style-type: none"> <li>Accessing Information</li> </ul>
<ul style="list-style-type: none"> <li>Identify what method of preventing pregnancy, including abstinence, might work best for individual circumstances now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Self Management</li> </ul>

### Lesson Synopsis

Review the benefits and challenges of contraceptive methods introduced in the previous lesson. Identify ways to access contraceptive information, products, and services. In small groups, describe the pros and cons of contraceptive methods that are effective for young people. Explore the role of personal responsibility in deciding about methods to avoid pregnancy. Consider what method of preventing pregnancy might work best for individual circumstances now and in the future.



Activity	Time	Materials Needed
<b>Introduction</b>	5 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Student Worksheet: "Methods of Avoiding Pregnancy: Benefits and Challenges" (from Lesson 16)</li> </ul>
<b>Input</b>	10 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Application</b>	25 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Student Handout: "How Effective Are They?" (from Lesson 16)</li> <li>Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Discussing the Pros and Cons of Pregnancy Prevention Methods"</li> <li>Student Worksheet: "Methods of Avoiding Pregnancy: Pros and Cons"</li> <li>Teacher Key: "Methods of Avoiding Pregnancy: Pros and Cons"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Pens or Pencils</li> </ul>
<b>Closure</b>	5 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>Pens or Pencils</li> <li>Index cards</li> <li>Students' folders</li> </ul>
<b>TOTAL</b>	45 minutes	




## Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Decide if you want to assess</b> student skill development. A rubric is provided for your use in the teacher reference—assessment, “Assessment Rubric for Skill Development: Discussing the Pros and Cons of Pregnancy Prevention Methods.”</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Prepare a list of local resources</b> for contraceptive information, products, and services to share with students.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Duplicate</b> enough copies of the student worksheet, “Methods of Avoiding Pregnancy: Pros and Cons,” so that each student will have one.</li> <li>• <b>Read</b> the teacher key, “Methods of Avoiding Pregnancy: Pros and Cons.”</li> </ul>

## LESSON PROCEDURE

**Introduction:** Continue the focus on contraceptives.

5 minutes

Instructional Steps	Script and Detailed Directions
Review the previous learning about methods of pregnancy prevention, using the student worksheet, “Methods of Avoiding Pregnancy: Benefits and Challenges,” from Lesson 16. 	<p><i>During our last lesson, you discussed the benefits and challenges of a variety of methods for avoiding pregnancy. What were some of the benefits and challenges you discussed?</i></p> <p>Gather students’ responses.</p> <p><i>Why do you think is it important for young people your age to know this information?</i></p> <p>Gather students’ responses.</p>
Introduce this lesson on the pros and cons of different methods of contraception.	<p><i>During today’s lesson, you will learn more about pregnancy prevention by learning how to get contraception and discussing the pros and cons of various contraceptive methods.</i></p>

**Input:** Identify places to access contraceptive information, products, and services.

10 minutes

Instructional Steps	Script and Detailed Directions
Identify places to access contraceptive information, products, and services.	<p><i>Some young people are nervous about using contraceptives. They may be concerned about using them correctly or worried about their parents finding out. Minors who are 13 years old and older may receive contraceptive information and family planning devices without parental permission, but not all clinics are required to keep this information confidential. If a clinic receives funds from the federal Title X program, it must provide teens with confidential contraceptive services. The only way to be sure if a health professional will provide confidential services is to call and ask ahead of time. Make sure you also ask what services are provided to teens.</i></p>



# LESSON 18

## Responding to Pressure

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Demonstrate effective use of limit-setting and refusal skills with partners who resist using condoms and other contraceptive methods (abstinence-based).</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Communication</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate effective use of limit-setting and refusal skills with partners pressuring to have sex (abstinence-only).</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Communication</li> </ul>

### Lesson Synopsis

Review reasons to postpone pregnancy and the importance of using contraception correctly and consistently if partners are going to engage in sexual intercourse (abstinence-based). Review the costs of pregnancy and teen parenting (abstinence-only). Review limit-setting and refusal skills prior to applying these skills by responding to pressure lines that may be used when partners don't want to use condoms and/or contraceptives (abstinence-based) or don't want to have sex (abstinence-only). Practice responding individually, in trios, then in the large group. Emphasize the importance of abstaining from sex (abstinence-only) or refusing to have sexual intercourse without managing risks (abstinence-based).



Activity	Time	Materials Needed
Introduction	5 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
Input	5 minutes	<p>Health Education Materials</p> <ul style="list-style-type: none"> <li>Poster: "Set Limits...Then Act!" (from Lesson 13)</li> <li>Poster: "How to Refuse" (from Lesson 13)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Slide Master: "Set Limits...Then Act!" (from Lesson 13)</li> <li>Slide Master: "How to Refuse" (from Lesson 13)</li> <li>Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Setting Limits and Refusing Pressure" (from Lesson 13)</li> <li>Student Self-Assessment Checklist: "Self-Assessment Checklist for Skill Development: Setting Limits and Refusing Pressure" (from Lesson 13)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Projector and screen</li> <li>Slides</li> </ul>

<b>Application</b>	33 minutes	<p>Teacher Manual Resources</p> <p><u>Abstinence-Based Version:</u></p> <ul style="list-style-type: none"> <li>• Student Worksheet: "What Do I Say to This?"</li> <li>• Teacher Key: "What Do I Say to This?"</li> <li>• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Responding to Pressure Lines"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens and pencils</li> </ul>
<b>Closure</b>	2 minutes	<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	45 minutes	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Determine which version of the lesson has been approved</b> by your Board of Education to be taught in your class, abstinence-based or abstinence-only.</li> <li>• <b>Decide if you want to assess</b> student skill development. Three options are available: <ul style="list-style-type: none"> <li>– For the Input where students review limit setting and refusal skills that were learned in Lesson 13, a checklist is provided for your use in the teacher reference—assessment, "Assessment Checklist for Skill Development: Setting Limits and Refusing Pressure."</li> <li>– For the Input where students review limit setting and refusal skills that were learned in Lesson 13, a checklist for student use is provided in the student self-assessment checklist, "Self-Assessment Checklist for Skill Development: Setting Limits and Refusing Pressure."</li> <li>– For the Application, a rubric is provided for your use in the teacher reference—assessment, "Assessment Rubric for Skill Development: Responding to Pressure Lines."</li> </ul> </li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Prepare slides</b> from the slide masters, "Set Limits...Then Act!" and "How to Refuse," or use the posters or slides from Lesson 13.</li> <li>• Make enough copies of the student self-assessment checklist, "Self-Assessment Checklist for Skill Development: Setting Limits and Refusing Pressure," for each student to have one if you have decided to have students assess their own skill development.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Duplicate</b> enough copies of the approved version of the student worksheet, "What Do I Say to This?" so that each student will have one.</li> <li>• <b>Decide how you will divide your class</b> into trios.</li> </ul>



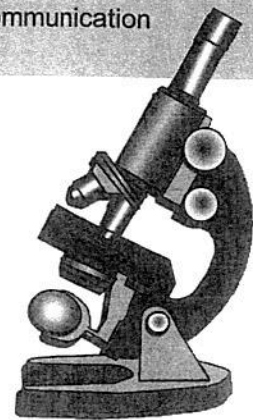
# LESSON 19

## Testing: Who, Why, and How

Student Learning Objectives:	National Health Standards:
• List reasons to be tested for pregnancy and STIs, including HIV.	• Core Concepts
• Identify who should be tested.	• Core Concepts
• Summarize the advantages of early diagnosis of pregnancy, and early detection and treatment of STIs.	• Core Concepts
• Summarize the procedures used for testing for pregnancy and STIs.	• Core Concepts
• Practice communicating with a peer who might need to be tested for pregnancy and STIs.	• Interpersonal Communication

### Lesson Synopsis

Introduce pregnancy and STI testing as another means of protection and encourage self assessment to determine personal need for testing. Discuss reasons for pregnancy testing and ways to get tested. Discuss reasons for STI testing and view a video on HIV and STI testing. Discuss STI testing and treatment. Practice communication skills in situations where a peer needs to be encouraged to get tested for pregnancy and STIs. Provide local pregnancy and STI testing information and encourage students to make personal commitments to get tested for pregnancy and STIs as needed.



Activity	Time	Materials Needed
Introduction	3 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Pencils or pens</li> <li>• Small slips of paper, one for each student</li> </ul>
Input	20 minutes	<p>Health Education Resources</p> <p><u>Abstinence-based Option:</u></p> <ul style="list-style-type: none"> <li>• Video: <i>U need 2 KNo</i> (abstinence-based version), Educational Materials Center (12.5 minutes)</li> </ul> <p><u>Abstinence-only Option:</u></p> <ul style="list-style-type: none"> <li>• Video: <i>U need 2 KNo</i> (abstinence-only version), Educational Materials Center (12.5 minutes)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Slide Master: "What Do You Think?"</li> <li>• Teacher Reference: "Questions and Answers on Pregnancy Testing"</li> <li>• Teacher Reference: "Video Discussion Questions and Key Points—<i>U need 2 KNo</i>"</li> <li>• Student Handout: "STIs: Diagnosis, Treatment, Cure?"</li> <li>• Teacher Reference: "Questions and Answers on STI Testing"</li> <li>• Appendix O: "Consent for Care and Confidential Health Information: Michigan Laws Related to Right of a Minor to Obtain Health Care Without Consent or Knowledge of Parents"</li> </ul>

		Supplied by the Teacher <ul style="list-style-type: none"> <li>• Slide</li> <li>• Projector and screen</li> <li>• VCR and monitor</li> <li>• Pencils or pens</li> <li>• Writing paper</li> </ul>
<b>Application</b>	20 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Slide Master: "Honest and Direct Communication"</li> <li>• Teacher Master: "Communicating About Pregnancy and STI Testing"</li> <li>• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Communicating the Need for Testing"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Pencils or pens</li> <li>• Writing paper</li> </ul>
<b>Closure</b>	2 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Local pregnancy and STI testing contact information and maps</li> <li>• Booklet: "Get Informed, Get the Facts: About HIV/AIDS and Other Sexually Transmitted Diseases (STDs)," KNOW HIV/AIDS, one per student (Optional)</li> <li>• Index cards</li> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

- Prior to the Lesson**
- **Determine which version of the lesson has been approved** by your Board of Education to be taught in your class, abstinence-based or abstinence-only.
  - **Decide if you want to assess** student skill development. A rubric is provided for your use in the teacher reference—assessment, "Assessment Rubric for Skill Development: Communicating the Need for Testing."
  - **If your school board has approved use of the booklet**, "Get Informed, Get the Facts: About HIV/AIDS and Other Sexually Transmitted Diseases (STDs)," contact the publisher, KNOW HIV/AIDS, to acquire a classroom quantity. To obtain free copies of this booklet go to [www.knowhiv aids.org/learn\\_materials.html](http://www.knowhiv aids.org/learn_materials.html).
  - **Locate the closest** places where confidential or anonymous **pregnancy and STI testing** is available. For information on where to find an HIV testing site, visit the National HIV Testing Resources Web site at <http://www.hivtest.org>. **Prepare the contact information** and maps to share with students during closure.

- For Introduction**
- **Prepare small slips of paper** for distribution to each student.

- For Input**
- **Decide how you will form small groups** of three.
  - **Prepare a slide** from the slide master, "What Do You Think?" or write the questions on the board.
  - **Read** Appendix O, "Consent for Care and Confidential Health Information: Michigan Laws Related to Right of a Minor to Obtain Health Care Without Consent or Knowledge of Parents."
  - **Review** the teacher references, "Video Discussion Questions and Key Points—*U need 2 KNo*," "Questions and Answers on Pregnancy Testing," and "Questions and Answers on STI Testing."
  - **Duplicate** enough copies of the student handout, "STIs: Diagnosis, Treatment, Cure?" so that every student will get one.



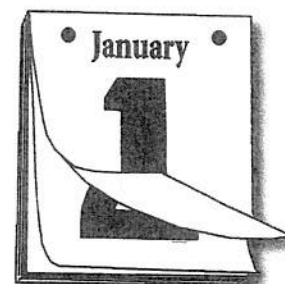
# LESSON 20

## Looking to the Future

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Distinguish between wishing or dreaming and personal goal-setting.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Describe the steps in goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Identify personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting</li> </ul>
<ul style="list-style-type: none"> <li>Practice making a plan to reach personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting</li> </ul>
<ul style="list-style-type: none"> <li>Predict the impact of unintended pregnancy, HIV infection, AIDS, and other STIs on goal achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Influences</li> </ul>
<ul style="list-style-type: none"> <li>Conclude that abstinence from sex and drugs are the most effective ways to avoid unintended pregnancy and infection with HIV or other STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>

### Lesson Synopsis

Review reasons to be tested for pregnancy and STIs, including HIV. Discuss the way to achieve accomplishments by using goal setting. Tell a story describing an unproductive way to try to reach a goal and compare it to productive goal setting. Identify three personal long-term goals. Describe the short-term goals and tasks for reaching one goal. Identify students' goals that would probably not be reached if faced with HIV infection or an unintended pregnancy. Develop advice to prevent unintended pregnancy and infection with STIs so goals may be reached. Assign homework to develop two more personal goals and the short-term goals and tasks required to reach these goals; then share goals with parents or other trusted adults and gather their comments.



Activity	Time	Materials Needed
Introduction	5 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>Writing paper</li> <li>Pens or pencils</li> </ul>
Input	10 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Slide Master: "Wishes or Goals?"</li> <li>Student Handout: "A Roadmap for Setting Goals"</li> <li>Slide Master: "A Roadmap for Setting Goals: Steps One and Two"</li> <li>Slide Master: "A Roadmap for Setting Goals: Steps Three and Four"</li> <li>Slide Master: "A Goal With a Plan: Long-Term Goal"</li> <li>Slide Master: "A Goal With a Plan: Short-Term Goals"</li> <li>Slide Master: "A Goal With a Plan: Tasks (Part One)"</li> <li>Slide Master: "A Goal With a Plan: Tasks (Part Two)"</li> <li>Slide Master: "A Goal With a Plan: Measure Progress"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Projector and screen</li> <li>Slides</li> </ul>

<b>Application</b>	25 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Family Worksheet: "Looking to the Future"</li> <li>• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Setting Goals"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Pens or pencils</li> </ul>
<b>Closure</b>	5 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Students' folders</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

- Prior to the Lesson**
- **Decide if you want to assess** student skill development. A rubric is provided for your use in the teacher reference—assessment, "Assessment Rubric for Skill Development: Setting Goals."
- For Input**
- **Prepare slides** from the slide masters, "Wishes or Goals?" "A Roadmap for Setting Goals: Steps One and Two," "A Roadmap for Setting Goals: Steps Three and Four," "A Goal With a Plan: Long-Term Goal," "A Goal With a Plan: Short-Term Goals," "A Goal With a Plan: Tasks (Part One)," "A Goal With a Plan: Tasks (Part Two)," and "A Goal With a Plan: Measure Progress."
  - **Duplicate** enough copies of the student handout, "A Roadmap for Setting Goals," so that each student will have one.
- For Application**
- **Decide how you will assign** the students to triads. Assign students in a manner that ensures a balance in skill levels and gender.
  - **Duplicate** enough copies of the family worksheet, "Looking to the Future," so that each student will have one.

## LESSON PROCEDURE

**Introduction:** Connect this lesson on goal setting with the previous lesson on testing for pregnancy and STIs.

5 minutes

Instructional Steps	Script and Detailed Directions
Review reasons to be tested for pregnancy and STIs.	<i>In our last health lesson, we discussed several reasons why a person who had engaged in risky behaviors should be tested for pregnancy and STIs, including HIV. What are they?</i>



# LESSON 21

## Sharing Our Knowledge and Skills (Part 1)

Student Learning Objectives:	National Health Standards:
<ul style="list-style-type: none"> <li>Decide what information and/or skills are critical to share with others to help them avoid pregnancy, HIV, and sexually transmitted infections.</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making</li> </ul>
<ul style="list-style-type: none"> <li>Prepare a project to motivate others to be informed about, and protect themselves and their partners from, pregnancy and STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy</li> </ul>

### Lesson Synopsis

Review the previous lesson on goal setting. Assign small groups the task of creating a plan to share information about abstinence, and the prevention of pregnancy, HIV, and other STIs. Guide students in identifying their target audience, their main message, and the method they will use to share their message. Prepare, in small groups, pamphlets, posters, skits, public service announcements, or another method to share selected messages about abstinence, pregnancy, HIV, and STIs with others. Report what target audience, message, and method each small group has chosen.



Activity	Time	Materials Needed
<b>Introduction</b>	2 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Input</b>	6 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Student Worksheet: "Helping Others Expand Their Knowledge and/or Skills"</li> <li>Teacher Reference: "Advocacy Project Ideas"</li> <li>Slide Master: "Assessing Our Advocacy Project"</li> <li>Student Self-Assessment Rubric: "Assessing Our Advocacy Project"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Student-generated charts of STI information (from Lesson 5)</li> <li>Slide</li> <li>Projector and screen</li> <li>Students' folders</li> <li>Pens or pencils</li> </ul>
<b>Application</b>	32 minutes	<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Writing paper</li> <li>Art supplies</li> <li>Computers (optional)</li> <li>Printers (optional)</li> <li>LCD projector and screen (optional)</li> <li>Video cameras and other forms of media (optional)</li> </ul>
<b>Closure</b>	5 minutes	<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Index cards</li> </ul>
<b>TOTAL</b>	45 minutes	


## Preparation

- |                            |  |
|----------------------------|--|
| <b>Prior to the Lesson</b> | <ul style="list-style-type: none"> <li>• <b>Decide whether or not you want to allow additional time</b> for students to complete their advocacy projects. If so, plan to use additional class time for small group work. If not, consider assigning a specific project during Input that can be completed in two class periods.</li> <li>• <b>Review</b> the teacher reference, "Advocacy Project Ideas," so that you can help groups generate ideas if they are unable to create their own.</li> </ul>  |
| <b>For Input</b>           | <ul style="list-style-type: none"> <li>• <b>Duplicate</b> enough copies of the student worksheet, "Helping Others Expand Their Knowledge and/or Skills," so that each student will have one.</li> <li>• <b>Post</b> the student-generated charts of STI information which were saved from Lesson 5.</li> <li>• <b>Prepare to assess students' projects.</b> A rubric is provided for your use in the student self-assessment rubric and slide master, "Assessing Our Advocacy Project."</li> <li>• <b>Prepare a slide</b> from the slide master, "Assessing Our Advocacy Project."</li> <li>• <b>Duplicate</b> enough copies of the student self-assessment rubric, "Assessing Our Advocacy Project," so that each student will have one.</li> <li>• <b>Decide how you will assign the students</b> to groups with five or six students in each group. Assign students in a manner that ensures a balance in skill levels and gender.</li> </ul> |
| <b>For Application</b>     | <ul style="list-style-type: none"> <li>• <b>Assemble art supplies</b> for students to use while preparing their projects.</li> <li>• <b>Arrange for access to computers</b> if students choose to use this method to communicate their message.</li> </ul>   |

## LESSON PROCEDURE

**Introduction:** Connect this lesson on motivating others to avoid pregnancy, HIV, and other sexually transmitted infections with the previous lesson on goal setting.

2 minutes

Instructional Steps	Script and Detailed Directions
Review the previous lesson on goal setting.	<p><i>During our last class, you learned the steps for reaching goals. Each of you identified three personal long-term goals.</i></p> <p><i>If you have given more thought to your goals or had a chance to work towards them, I hope you congratulate yourself. Trying to achieve goals can be hard work. However, knowing what you want to have happen in your future and what can get in the way can help you make decisions that will keep you making progress toward your goals. Having and working towards goals can help protect you by keeping you focused on what is important to you rather than getting distracted by appealing risks.</i></p>
Introduce the topic of this lesson on motivating peers to avoid pregnancy and STIs.	<p><i>We've talked about the many influences everyone experiences as they make decisions. Today, we will explore another way we can be a positive influence on others and show our concern for them by sharing what we know about pregnancy, HIV, and other STIs, and how to protect ourselves.</i></p> <div style="text-align: center;">  </div> <p>This lesson is designed to help you assess whether or not your students have learned what they need to know to protect themselves and if they can use the skills they have been taught. This assessment is done through an activity which asks them to create ways to motivate others to avoid pregnancy and sexually transmitted infections.</p>



# LESSON 22

## Sharing Our Knowledge and Skills (Part 2)

### Student Learning Objectives:

- Execute projects to motivate others to be informed about abstinence and how to protect themselves and others from pregnancy and STIs.

### National Health Standards:

- Advocacy

### Lesson Synopsis

Review critical messages that can inform others about abstinence and motivate them to avoid pregnancy and STIs. Complete project preparation in small groups. Present each project to the class. Assess the appropriateness of the main message for the target audience. Plan how to implement projects that advocate for peers and others to be informed and protect themselves from pregnancy and STIs. Summarize the module by reviewing ways to develop positive relationships.



Activity	Time	Materials Needed
Introduction	3 minutes	<ul style="list-style-type: none"> <li>• None</li> </ul>
Input	17 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Worksheet: "Helping Others Expand Their Knowledge and/or Skills" (from Lesson 21)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Student-generated charts of STI information (from Lesson 5)</li> <li>• Students' folders</li> <li>• Pens or pencils</li> </ul>
Application	20 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Self-Assessment Rubric: "Assessing Our Advocacy Project" (from Lesson 21)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Art supplies</li> </ul>
Closure	5 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Index cards</li> </ul>
TOTAL	45 minutes	



## Preparation

<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Post</b> the student-generated charts of STI information which were saved from Lesson 5.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Locate places to post</b> the products of students' projects around the school and seek permission from your building administrator.</li> </ul>
<b>Following This Module</b>	<ul style="list-style-type: none"> <li>• <b>Plan a time</b> to discuss and re-evaluate the students' advocacy projects.</li> <li>• <b>Duplicate</b> enough copies of the Student Self-Assessment Rubric, "Assessing Our Advocacy Project," so that each student will have one if you plan to use it again.</li> <li>• <b>Collect and assess</b> the family worksheet, "Looking to the Future," that was assigned as homework in Lesson 20.</li> </ul>

## LESSON PROCEDURE


**Introduction:** Continue the focus on sharing information about abstinence and/or motivating others to avoid pregnancy and STIs.

3 minutes

Instructional Steps	Script and Detailed Directions
Review critical messages that can inform and motivate others to avoid pregnancy and STIs.	<p><i>During our last lesson, you decided on some critical messages to share with others. What are some of those messages?</i></p> <p>Call on a few students to share their messages.</p>
Introduce this lesson on preparing and sharing their projects.	<p><i>Today, you will have 15 minutes to complete your project preparations. Then, you'll share your projects with the class.</i></p>

**Input:** Decide what information about abstinence, pregnancy, HIV, and sexually transmitted infections is important for people to know and what information or skills will motivate them to avoid risky behaviors. Select a target audience and plan a project to share information and motivate young people to protect themselves from pregnancy and STIs.

6 minutes

Instructional Steps	Script and Detailed Directions
<p>Re-form groups from previous lesson.</p> <p>Continue using the student worksheet, "Helping Others Expand Their Knowledge and/or Skills," from Lesson 21.</p> 	<p>Ask the students to get out their worksheets and reorganize themselves into their small groups from Lesson 21.</p> <p><i>In 15 minutes, I will call on each small group to share its project with the class. Each spokesperson will have two minutes to present his or her group's project. The class will then have a minute to ask questions and tell the small group what they like about the project.</i></p>